



SC Annual School  
Report Card  
Summary

Dewey-Carter Elementary  
FLORENCE 1  
Grades: PK-6 Enrollment: 778  
Principal: Luke Matthews  
Superintendent: Dr. Cleo Richardson  
Board Chair: Porter Stewart

**PERFORMANCE** Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

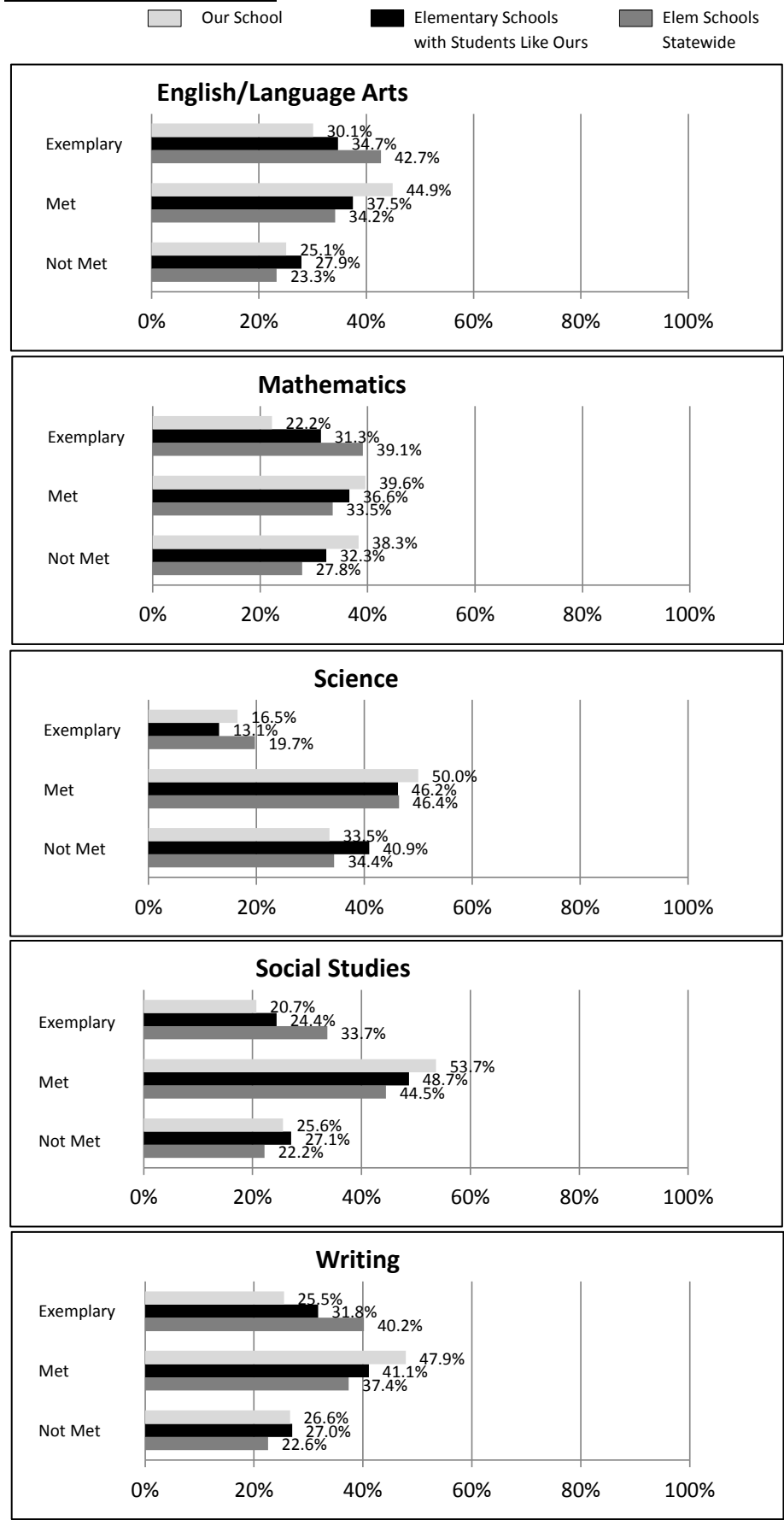
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	Average	TBD	TBD	C	N/A
2013	Average	Below Average	N/A	N/A	C	N/A
2012	Average	Average	N/A	N/A	B	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
13	17	107	8	1

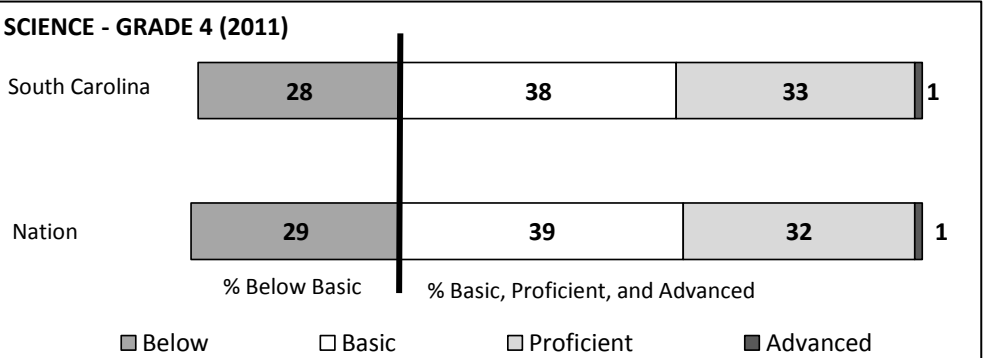
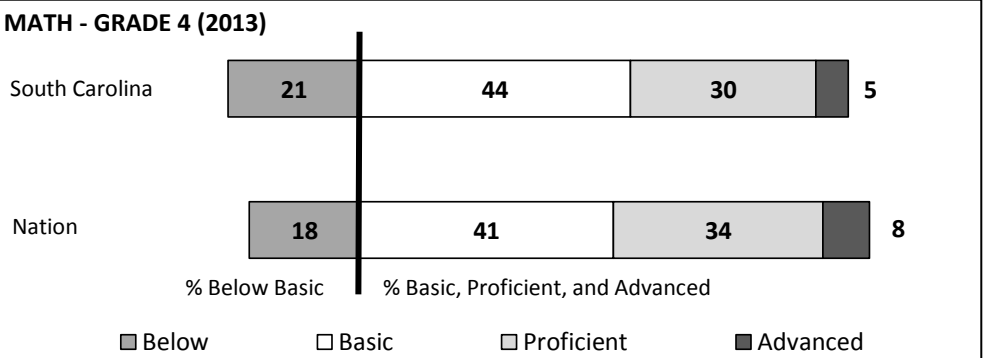
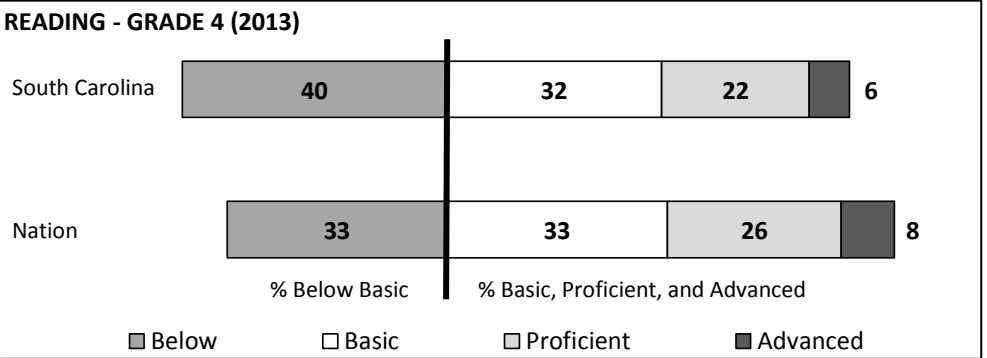
\* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP\*

\*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

Dewey-Carter Elementary  
FLORENCE 1  
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 778)				
Retention rate	2.1%	Up from 1.6%	1.4%	1.0%
Attendance rate	95.7%	Up from 95.0%	96.1%	96.5%
Served by gifted and talented program	6.1%	Up from 5.0%	4.9%	7.3%
With disabilities	15.1%	Up from 14.8%	13.6%	12.5%
Older than usual for grade	2.9%	Down from 4.2%	2.3%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 51)				
Teachers with advanced degrees	64.7%	Down from 66.7%	60.6%	62.3%
Continuing contract teachers	76.5%	Down from 90.2%	80.8%	81.2%
Teachers returning from previous year	90.4%	Down from 92.4%	87.9%	88.4%
Teacher attendance rate	94.9%	Up from 94.6%	95.2%	95.3%
Average teacher salary*	\$47,488	Up 0.5%	\$47,568	\$47,902
Classes not taught by highly qualified teachers	0.9%	Down from 1.2%	0.0%	0.0%
Professional development days/teacher	8.0 days	Down from 9.0 days	11.2 days	10.9 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 22.3 to 1	19.5 to 1	19.9 to 1
Prime instructional time	90.0%	Up from 88.3%	90.0%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	No change	100.0%	100.0%
Character development program	Good	No change	Excellent	Excellent
Dollars spent per pupil**	\$6,629	Up 11.8%	\$7,972	\$7,680
Percent of expenditures for instruction**	69.0%	Down from 70.0%	65.9%	66.8%
Percent of expenditures for teacher salaries**	68.4%	Up from 68.0%	64.9%	66.0%
ESEA composite index score	79.6	Up from 76.4	79.6	85.7

\* Length of contract = 185+ days.  
\*\*Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	37	83	33
Percent satisfied with learning environment	89.2%	83.1%	87.9%
Percent satisfied with social and physical environment	86.8%	80.3%	93.9%
Percent satisfied with school-home relations	78.9%	84.4%	76.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year we continue to look to new and innovative ways of addressing the mastery of standards while maintaining a balance with traditional, proven methods of instruction. We are working hard to effectively teach writing, utilizing a variety of resources to do so. We've begun a program including a new mobile lab, software and writing coach designed to transition students into effective writers. We are excited to see growth from our efforts and will continue to push forth in this effort.

With reading a priority for all students, we will continue to refine the Accelerated Reader 85% Club, Battle of the Books competition and other reading initiatives begun in previous years.

Our staff has been vigilant in staying true with the implementation of our new Everyday Math curriculum. This curriculum focuses on understanding mathematical concepts rather than simply how to “get the answer.” In addition to our new curriculum, we will continue our emphasis on math by continuing with Flash Masters, professional development for teachers and incentives for students showing achievements in math.

While our teachers’ focus will be on Common Core standards with data gathered through a variety of assessments, we will continue to be data-informed rather than data-driven. We are charged with educating the total child. In addition to instruction, we constantly emphasize personal character. We recognize achievements in academics, attendance and positive behavior. We offer a number of extracurricular clubs and activities including the CARE club with environmental instruction, as well as art, chorus, Beta Club and others. We partner with organizations like the National Network of Partnership Schools and local churches to strengthen community relations and participation. We recognize that our parents play a most vital role in the education of our students and encourage them to visit our website to view current lesson plans and updates on what our students are learning. We also welcome them in visiting and/or becoming a part of serving our staff and students on the school Association of Parents and Teachers (APT). The staff and community of Dewey L. Carter Elementary has accomplished much thus far, and will continue to press on for the love of children.

Luke Matthews, Principal

Wayne Gerald, School Improvement Council